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PRE-SERVICE AND GRADUATE TRAINING FOR EXTENSION  
PERSONNEL CONFERENCE, CHICAGO, ILL., MAY 4 AND 5, 1951 //

This conference was arranged by the Senate Committee on Pre-Service and Graduate Training for Extension Personnel. The entire committee, A. L. Deering, Dean, College of Agriculture, University of Maine, Chairman; Director Gladys Branegan, School of Home Economics, Ohio State University; Dean Charles W. Jones, Graduate School, Cornell University; Associate Dean V. E. Kivlin, College of Agriculture, University of Wisconsin; and Cannon C. Hearne, Extension Service, U. S. Department of Agriculture, attended this conference. Participants were the people who teach undergraduate courses in extension education, who counsel undergraduates interested in extension work, or who are responsible for undergraduate course programs. They were from eight of the Central States, and Tennessee, Texas, and Montana. (See attendance record, page 5.) The conference was held in the Union League Club as guests of the Farm Foundation through the courtesy of Director Frank Peck. Luncheons on May 4 and 5 were also provided by the Farm Foundation.

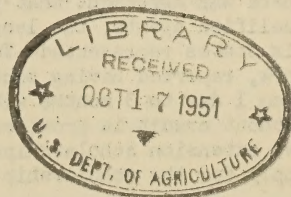
Two formal presentations were made. One of these was by Dr. Ralph W. Tyler, Dean, Division of Social Sciences, University of Chicago, on Methods of Teaching and Counseling Undergraduates. Charles W. Jones, Dean, Graduate School, Cornell University, and a member of the Senate Committee, handled the other formal topic, Undergraduate Needs for Graduate Work.

The topics considered by the conference had been previously presented to the Senate Committee by the conference participants. The first three of these were discussed as a group. The topics follow:

1. What courses, outside of those in the technical fields, are best suited for undergraduates who are preparing for extension work?
2. What subjects should be included in an undergraduate curriculum to best prepare for extension work?
3. How far should colleges go in training undergraduates in extension techniques?
4. What system, if any, should be followed in providing an opportunity for undergraduates to work with county extension agents for college credit?
5. What training should agents receive who will have student observers in their counties?
6. What methods have been found the most helpful in extension courses now being taught?

U.S. Extension Service, U. S. Department of Agriculture

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The summary of the discussion on the first three topics, prepared by John T. Stone, Specialist in Extension Training, Michigan State College, follows:

In discussing this subject it was generally agreed that a sound undergraduate curriculum should include the following kinds of courses in addition to technical courses in agriculture and home economics:

1. Basic courses in the principles of teaching and learning.
2. Fundamental courses in social psychology designed to help the student understand people that he might be better prepared to work with them.
3. Courses to develop the student's ability to communicate with others effectively.
4. Courses in such basic sciences as chemistry and mathematics.
5. A course in the background and philosophy of extension to provide the student a realistic concept of the work early in his college experience.
6. Other courses or a course designed to help the student blend theory with practice. To give him an opportunity to use the principles learned in other courses as they apply to extension teaching.

In the general discussion of courses best suited to prepare undergraduates for work in extension it was felt that the curriculum should be flexible enough to enable students to elect courses from a wide range of subjects under the guidance of a faculty member familiar with extension work. The committee recognized that a broad rather than highly specialized course of training was desirable.

The following States represented at the conference offer courses in extension work for students in home economics: Wisconsin, Illinois, Ohio, Tennessee, Montana, Iowa, and Indiana. Michigan expects to offer such a course in the future. Missouri has offered such a course in the past and probably will again in the future.

The following schools offer undergraduate courses in extension for agricultural students: Texas, Wisconsin, Ohio, Cornell, Montana, Michigan, Illinois, Indiana, and Iowa.

Miss Fanchon Warfield, Assistant State Home Demonstration Leader, Ohio State University, summarized the discussion on topic 4 as follows:

There was agreement that the student should have some time in the field with qualified agents, the length of time depending on the county and State. The six States represented--Texas, Tennessee, Ohio, Missouri, Montana, and New York, reported having such a course in operation now. The time spent varies from 1 day to 3 months with varying amounts of credit. Field experience without credit is provided in Indiana, Michigan, and Iowa. Tennessee offers two extension scholarships in each district amounting to \$200 each. Girls apply for the scholarship and the selection is made by a committee.



Some advantages of undergraduate courses are:

1. Eliminate many not suited but may also recruit for the job.
2. Present many of the principles of extension in operation.
3. Make technical courses more meaningful.
4. Early interest of individual in his or her career is highly important to success of that individual.

The discussion on topic 5 was summarized by T. B. Holker, Administrative Assistant, Agricultural Extension Service, Montana State College, as follows:

1. The group agreed that training is essential. A day or two should be devoted to it, either as group conferences or office conferences in the county. Agents need a good philosophy of extension. They must understand the objectives of the training and have a knowledge of the student's needs. Using students as chore boys is to be avoided.
2. Training is a joint responsibility of the staff teacher and the county agent, working closely with supervisors.
3. Agents deserve extra pay for the work. This extra pay should be provided from college sources. Extra help for the agent is desirable to permit closer supervision and more attention.
4. Training a student is a good experience for an agent and tends to induce extra study. Assignments should be awarded agents who have taken summer school or other advanced work.

Discussion related to topic 6 was summarized by L. M. Busche, Associate County Agent Leader, Purdue University, Indiana, as follows:

The method should be adapted to the type of information being taught; that is, using the method demonstration when such would apply and the group discussion for controversial or "hard-to-decide" questions.

Various conference members listed the following as helpful procedures:

1. Use generous amounts of visual materials, as blackboard drawings, movies, Kodachrome slides, and charts.
2. Have students observe extension workers in action, such as training periods in counties.
3. Have the class work on problems on the campus.
4. Divide the class into work units for such exercises as developing a program for "X" county.

5. Group discussion, panel, and forum techniques when such are practical.
6. Use applicable reference material.
7. Use of "term reports," which would give each student an opportunity to work on a problem of personal interest.
8. Use outside extension speakers to add interest and present experiences directly from the person "doing the work." (A caution was inserted here that the course not be made a "parade of speakers.")

It was brought out that the types of methods would also depend upon the number in the class.

High points from Dr. Ralph W. Tyler's presentation follow:

Education is the process of changing the behavior patterns of people in desirable directions.

Problems in teaching:

1. What changes are wanted. Objectives need to be clear. Way of teaching depends upon knowing the objectives. Objectives--to improve understanding, to analyze and solve problems, to improve skills in doing extension work, to change attitudes (points of view), to develop interests in extension work.

2. Methods of teaching used:

Provide for practice in doing in a definite, concrete case. Provide situations for student to look at things differently. (An apprentice or a dramatic situation.)

The job of the teacher:

To stimulate the student to behavior.

To guide the student's behavior so that student practices the thing to be learned. Allow time for and provide opportunity for the student to practice.

To help student get satisfaction from the desired behavior.

Continuing appraisal in terms of objectives.

Undergraduate training deals with principles but should provide meaningful experiences.

The earlier in age a person begins to think about a profession the more successful the individual is apt to be in that profession. As early as possible provide contacts with the profession. Provide opportunities for the student interested in extension to begin to work with people.



An abstract of the discussion by Dean Charles W. Jones, Graduate School, Cornell University, New York, is in the record of the Proceedings of the Land-Grant College Meeting for 1950. Some high points are:

Public education has made some serious mistakes in training teachers for secondary schools in combining the profession with formal education.

Courses tend to be set up on the basis of what we do not know.

Every profession now wants to be a "learned profession." "Learned" and "profession" do not always jibe.

Dean Jones placed much emphasis on graduate study being done in periods of sufficient length of time to make a permanent change in the habits of thought and action of the worker.

The fellowships such as those provided by the Carnegie Foundation at Harvard and those provided by the Farm Foundation are positive forms of support and are vitally important.

Attendance

<u>Name</u>	<u>State</u>	<u>Title or Function</u>
1. A. L. Deering	Maine	Dean, College of Agriculture
2. Claire Gilbert	Tenn.	Extension Methods Specialist
3. Fanchon Warfield	Ohio	Assistant State Home Demonstration Leader
4. Gladys Branegan	Ohio	Director, School of Home Economics
5. Cleo Fitzsimmons	Ind.	Head, Home Management Department
6. H. R. Brunnemeyer	Ill.	Assistant State Leader of Farm Advisers
7. Charles W. Jones	N. Y.	Dean, Graduate School
8. E. A. Jorgensen	Wis.	District Extension Leader and in charge Extension Training
9. D. B. Robinson	Ohio	District Extension Supervisor
10. V. E. Kivlin	Wis.	Associate Dean, College of Agriculture
11. Ben D. Cook	Tex.	Assistant to Dean of Agriculture
12. A. M. Eberle	S. Dak.	Dean of Agriculture
13. J. T. Stone	Mich.	Specialist in Extension Training
14. F. E. Rogers	Mo.	State Extension Agent
15. L. M. Busche	Ind.	Associate County Agent Leader
16. T. B. Holker	Mont.	Administrative Assistant, Extension and College
17. Ivan Nye	Mo.	Assistant Professor, Rural Sociology, Research in Extension
18. E. F. Graff	Iowa	District Extension Supervisor
19. J. Neil Raudabaugh	Iowa	Associate Professor, Extension Studies
20. Cannon C. Hearne	USDA Ext. Service	In Charge, Personnel Training Section, Division of Field Studies and Training

